

Table of Contents

INTRODUCTION TO THE 51st YEARBOOK <i>Malcolm P. Douglass</i>	v
ENCOURAGING FREE READING <i>Stephen D. Krashen</i>	1
A CONCEPTUAL FRAMEWORK FOR INTEGRATED LITERACY TEACHING <i>Stephen B. Kucer</i>	11
UNDERSTANDING THE MOTIVE TO ACHIEVE AMONG MEXICAN AMERICANS <i>Raymond Buriel</i>	27
HIDDEN RESOURCES IN THE READING AND WRITING OF BILINGUAL CHILDREN <i>Paul Ammon and Mary Sue Ammon</i>	52
READING, WRITING, AND RETENTION OF UNDERREPRESENTED STUDENTS: A UNIVERSITY RESPONSIBILITY <i>Dolores A. Escobar</i>	69
CULTURAL AND LINGUISTIC CONSIDERATIONS IN DEVELOPING THE COMPOSITION SKILLS OF CHICANO CHILDREN <i>Juan M. Flores</i>	83
IS THIS JUST ANOTHER SWING OF THE PENDULUM? THAT DEPENDS ... <i>Janet Kierstead</i>	90
PRESCHOOL LANGUAGE INTERACTION IN CHINA, JAPAN, AND TAIWAN <i>Dana Davidson, Joseph Tobin, David Wu</i>	104
IMMIGRANTS AND ELEMENTARY EDUCATION IN THE BOSTON PUBLIC SCHOOLS, 1820-1920 <i>Robert L. Osgood</i>	112

RECOGNITION OF MERIT AWARD.....	122
LITERATURE AND LITERACY	
<i>Charlotte S. Huck</i>	127
“ONE OF US, ONE OF US, WE WILL MAKE YOU ONE OF US”	
<i>Abbie Shuford Prentice</i>	140
WHEN I WAS LITTLE I USED TO PLAY A LOT	
<i>Gretchen H. Reynolds</i>	151
CHILDREN AS READERS AND WRITERS IN THE CLASSROOM: AN IMPOSSIBLE DREAM?	
<i>Catherine C. DuCharme</i>	165
RETURN TO REASON; INDIVIDUALIZED READING	
<i>Jeannette Veatch</i>	177
“HAVING A GO” FOR LITERACY IN A LONDON CLASSROOM: A PERSONAL EXPERIENCE	
<i>Gay C. Collins</i>	182
WHERE DO THE WORDS COME FROM?	
<i>Elizabeth Jones</i>	194
THE THIRD PERSON	
<i>Robert Muffoletto</i>	210
TUBES ‘R’ US	
<i>Edward Moreno</i>	224
NOTES ON CONTRIBUTORS	230

